



Dear Interested School Administrator,

You have expressed interest in training on the implementation of Tier 1 Positive Behavior Support: Response to Intervention for Behavior (PBS:RtIB), commonly referred to as School-wide Positive Behavior Support (SWPBS). This packet of information will provide you with an overview of SWPBS. It also provides the readiness tools that are required for your school to become a PBS school. The first steps in completing the School Readiness Checklist and getting ready for the Tier 1 PBS Training are:

1. Show the *Discovering School-wide PBS: Moving Towards a Positive Future*: http://flpbs.fmhi.usf.edu/PBS_DVD.asp DVD to your entire staff and faculty and ensure that the majority is interested in participating and implementing SWPBS (see *Leadership Team* and *Visibility* on the School Readiness Checklist).
2. Schedule time for your PBS District Coordinator (DC) to meet with your entire administrative team to establish a plan for training and implementation (see *Leadership Team* on the School Readiness Checklist).
3. Recruit individuals from your staff who would like to be part of a PBS Team. This Team should be 6-8 individuals and consist of a broad representation of your school (see *Leadership Team* on the School Readiness Checklist). Individual participation on the PBS Team should be voluntary.
4. Contact your DC to identify your PBS Coach and direct them to the introduction to coaching module for training, see *Coaches 101*: http://flpbs.fmhi.usf.edu/Web_Training_Coaches.asp. Involve your Coach in your school's readiness activities and meetings (see *Coaching* on the School Readiness Checklist).
5. Once members of the PBS Leadership Team have been identified, they need to meet for 30-60 minutes to **complete and submit** the following (see *Leadership Team, Funding, Visibility, Political Support, Training, Coaching, Demonstrations, and Evaluation* on the School Readiness Checklist):
 - School Readiness Checklist with Principal's, Coach's and DC's signatures
 - School Commitment Form
 - New School Profile
 - Identify potential funding sources to support SWPBS efforts
6. Once above steps # 1-5 have been completed, make 2 copies of the completed School Readiness Checklist. Please send the original and one copy (2 completed packets) to your PBS District Coordinator who will mail your original to the FLPBS:RtIB Project. One copy should be retained for your records.

The website also contains additional resources that may assist you in the process: *PBS Coaches' Corner*: <http://flpbs.fmhi.usf.edu/coachescorner.asp>, *Response to Intervention for Behavior: A Technical Assistance Paper*: <http://flpbs.fmhi.usf.edu/pdfs/RtIB%20Technical%20Assistance%20Paper.pdf>, *Positive Outlook Newsletter*: http://flpbs.fmhi.usf.edu/pdfs/PBS_Volume_22_web_052711.pdf, *Suggestions for Funding*: <http://flpbs.fmhi.usf.edu/revision07/schoolwide/schoolexamples/Funding/Suggestions%20for%20Funding.pdf>. If you have any questions, please contact your PBS District Coordinator for further information. The FLPBS:RtIB Project contact information is below.

Sincerely,

Heather Peshak George, Ph.D.

Associate Professor, Co-PI & Co-Director

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<http://flpbs@fmhi.usf.edu>

School Name:

District:

Date:



School Readiness Checklist for Tier 1 Training

The purpose of the FLPBS:RtlB Project is to build district capacity in addressing problem behaviors using Positive Behavior Support within a Response to Intervention framework. Each participating district is required to complete several items prior to any school receiving PBS Training. Completion of this checklist (within the established timeframe as indicated by your PBS District Coordinator) insures more positive outcomes and allows your school to participate in upcoming PBS Training sponsored by the FLPBS:RtlB Project.

Implementation Area: Leadership Team	Requirement	FLPBS: RtlB Project
<p>1. A Tier 1 Positive Behavior Support (PBS) Team is formed and has broad representation that does not exceed 8 members. <i>Schools should include representation from multiple grade levels, a behavior specialist or team member with behavioral expertise, administrator(s), guidance counselor, and regular and special education teachers. The Tier 1 PBS team will function as the school's problem-solving team for behavior issues at Tier 1.</i></p>	<p>Completed School Commitment form is attached</p>	
<p>2. Team commits to regular meetings. <i>PBS Team commits to meet at least once a month to analyze and problem-solve school-wide data and continue to build faculty consensus through ongoing training and PBS updates (via faculty meetings, etc.).</i></p>	<p>Location: Date/Day: Time:</p>	
<p>3. The school's entire administrative team (head principal, assistant principals, and deans) has met with the district's PBS Coordinator to establish a plan for training and implementation. <i>The school's administrative team will ensure that appropriate personnel are committed to training and implementation across multiple years.</i></p>	<p>Date of Admin Meeting: <u>PBS DC Signature:</u></p>	
Implementation Area: Funding	Requirement	
<p>4. School has identified potential funding sources to support their school-wide PBS initiatives. <i>Examples of funding sources include SIP funds, district support, community fundraisers, PTO, etc...</i></p>	<p>Source(s):</p>	
Implementation Area: Visibility	Requirement	
<p>5. Your entire faculty participated in an awareness presentation on School-wide PBS such as viewing the overview DVD.</p>	<p>Date: Presenter Name:</p>	
<p>6. Majority of your faculty, staff, and administration are interested in implementing School-wide PBS.</p>	<p>Number or Percent in Favor: Number or Percent Opposed: Number or Percent Undecided:</p>	

School Name:

District:

Date:

FLPBS:
RtIB
Project

Implementation Area: Political Support		Requirement
7. The Principal commits to being an active supporter of School-wide PBS. <i>He or she is aware that PBS is a 3-5 year process that requires ongoing training, meeting, and planning time, and ongoing revisions of the school's PBS/RtIB Plan.</i>	Principal's Signature:	
8. Following the initial training, the Principal will provide an announcement/letter to faculty and staff regarding the importance of the school's plan for implementing Tier 1 PBS. <i>The letter should address the need for participation, accurate data collection, teaching of expectations and rules, and dissemination of rewards as outlined in the school's PBS Plan. A sample letter is attached.</i>	Principal's Initials:	
Implementation Area: Training		Requirement
9. Principal or AP who is responsible for making discipline decisions will be an active participant on the PBS Team and agrees to attend all days of the PBS Training.	Participating Administrator's Name: Participating Administrator's Signature:	
10. All identified PBS Team members agree to attend the entire PBS Training.	<i>Completed School Commitment form is attached</i>	
11. Following the initial training, team members agree to engage in additional work as needed in order to fully prepare for PBS implementation on campus	<i>Completed School Commitment form is attached</i>	
12. Following the initial training, the Principal will allocate time for ongoing training of all school personnel in the philosophy, strategies, and process of Positive Behavior Support.	Principal's Initials:	
Implementation Area: Coaching		Requirement
13. A PBS Coach or Facilitator has been identified to attend PBS training with your school team and provide additional support to your PBS Team throughout the school year.	Coach's Name: Coach's Signature:	
14. The PBS Coach has viewed the Introduction to Coaching module. (http://flpbs.fmhi.usf.edu).	Coach's Initials:	
Implementation Area: Demonstrations		Requirement
15. The FLPBS:RtIB Project may request permission to utilize product samples for future training, technical assistance activities, professional conference presentations, or submission to scholarly publications, and may request occasional site visits.	Principal's Acknowledgement (initials):	
Implementation Area: Evaluation		Requirement
16. PBS Team has completed the New School Profile.	<i>Completed New School Profile form is attached</i>	
17. Data entry time is allocated and scheduled to insure that office referral data will be current to within a week at all times.	Principal's Acknowledgement (initials):	
18. Evaluation information on PBS implementation and outcomes will be collected and submitted online by the PBS Coach 3 times annually. Reports will be available to the PBS Team via the PBS Coach.	Principal's Acknowledgement (initials):	

School Commitment Form

Directions: All individuals that have been selected to participate on your school-based PBS Team need to review and sign this commitment form.

In signing this form, I acknowledge that:

1. **All** of our PBS Team members must attend the **entire PBS Training**.
2. I understand that either the school **Principal or Assistant Principal** must also be in attendance during the entire PBS Training in order for the PBS Team to continue training, be eligible for technical assistance, and receive district stipends (if available).
3. Our school will make every effort to implement PBS during the forthcoming/current school year.
4. Through the PBS process we will:
 - *use discipline data to guide decision making
 - *implement a consistent discipline referral process & procedures
 - *implement and teach school-wide expectations & rules
 - *implement a comprehensive reinforcement system, and
 - *participate in the ongoing evaluation of PBS efforts.
5. PBS Team commits to meet at least monthly to analyze & problem-solve school-wide data.
6. PBS Team commits to build faculty/staff consensus on the PBS Plan and increase communication to faculty, staff, and families as to the PBS updates/status on our campus.
7. Our Team will work with a PBS “Coach” or Facilitator assigned by the district to assist us in implementing PBS with fidelity.
8. This is a 3-5 year process that involves ongoing training.
9. This process starts at the school-wide level (Tier 1), but eventually will address students at the supplemental (Tier 2), and intensive or individual student (Tier 3) levels.
10. Our school may serve as a “demonstration” or model school for our State and district and we may have on-site visitors inquiring about our PBS Plan on campus.

Printed Name	School Title	Grade Level(s)	Content Area(s)	Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				



NEW SCHOOL PROFILE

Check if this school was previously trained by FLPBS)

Date of Report:

District:

School ID:

Contact Information	
Name of school:	Telephone:
School Address:	School Fax:
	School Website:
Administrative contact:	Telephone:
	Email:
Coach:	Telephone:
	Email:

Type of School (please check)
<input type="checkbox"/> Pre K <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> Alt/Ctr Other:

Initiatives in Place (check all that apply)
<input type="checkbox"/> Title One <input type="checkbox"/> Reading First <input type="checkbox"/> Problem-Solving Model Other:

Data Systems	
Academic data system(s) (i.e., STAR)	Behavior data system(s) (i.e., SWIS, Genesis, Terms)

2010-2011 Student Enrollment		
Total Number of Students	Number of Students With IEP	Percent On Free/Reduced Lunch